

2000

GUIDELINES FOR PREPARATION OF A
DISTRICT DESCRIPTION OF
A SCHOOLWIDE PROGRAM
(as authorized under ESEA, Title I)

For additional technical assistance:

Title I Program
Division of Educational Opportunity and Equity
Office of Public Instruction
Box 202501
Helena, MT 59620-2501

406-444-5660

The Schoolwide Program option is designed to help facilitate systemic change in the entire educational program of high-poverty schools. Eligible schools include those with an eligible school attendance area in which not less than 50 percent of the children are from low-income families, or not less than 50 percent of the children enrolled in the school are from such families.

The purpose of this systemic change process is to increase the academic achievement of all children, **but particularly those who have always been the intended beneficiaries of Title I--poor children, low-achieving children, migrant children, children who are neglected or at risk of dropping out, and limited English proficient children.** By consolidating all funds within a school with many needs, comprehensive planning and reform, and more efficient use of a total sum of funding can more effectively raise the achievement of those who are farthest behind, as long as schools understand their responsibility to serve every child and to expect every child to learn.

In describing the schoolwide program, the Schoolwide Planning Team, in coordination with the School Support Team, and the approval of the district shall include the following eight components of a schoolwide program in the description of a Plan:

- ! **a comprehensive needs assessment of the entire school,**
- ! **schoolwide reform strategies,**
- ! **instruction by highly qualified professional staff,**
- ! **professional development for teachers, aides, and others,**
- ! **strategies to increase parental involvement,**
- ! **plans for assisting preschool children in the transition to local school programs,**
- ! **measures to include teachers in the decisions regarding the use of assessments,**
- ! **activities to ensure that students who experience difficulty mastering any of the state (local) standards during the course of the school year shall be provided with effective, timely additional assistance.**

(see **P.L. 103-382, ESEA Title I, Section 1114 Schoolwide Programs, Final Regulations, July 3, 1995 Federal Register, §200.8 Schoolwide Program Requirements, and Policy Guidance, April 11, 1996 for Title I Part A, Schoolwide Programs**, for more detailed information on planning and implementing schoolwide programs)

The purpose of this document is to guide the Schoolwide Planning Team in developing the schoolwide plan. An ASCII text version of this document may be downloaded from METNET ONLINE, Title I Conference Area, and used with any wordprocessing program to prepare a plan. The completion of the plan occurs toward the end of a year of planning; after conducting a

comprehensive needs assessment, completing an inquiry process, and participating in extended dialogue around the strengths and needs of the school program.

Other resource materials which may be used to guide the year-long planning process are available from:

Title I Programs, Division of Educational Opportunity and Equity, Office of Public Instruction, Box 202501, Helena, Montana 59620-2501 ☎ 406-444-5660

Northwest Regional Assistance Center/Northwest Regional Educational Laboratory
101 S.W. Main Street, Suite 500, Portland, Oregon 97204 ☎ 800-547-6339 x653

Caution: Check to determine if other school level or district level program improvement plans have been recently completed or are currently underway. All persons involved with school level program planning should be knowledgeable of all data, resources and products available to their efforts.

Section 1 Directions: Planning Team

A Schoolwide Program is developed with the involvement of the community to be served and individuals who will carry out the plan. A planning team assumes responsibility for planning and implementing the Schoolwide Program. Section 1 describes the composition of the planning team. This section should include the following:

- ☎ list of team members with positions;**
- ☎ list of meeting dates with agenda items/topics;**
- ☎ list of tentative dates for future meetings; and**
- ☎ plan for communicating with the school and community.**

Since parent involvement is a major element in Title I, parents **MUST** be included on this planning team. If the plan is for a secondary school, students are encouraged to be on the planning team. School and district Title I personnel should also be included on the team, as well as grade level teacher representatives and special needs teachers, e.g., special education, bilingual, vocational.

An existing building team, i.e., site council, principal's advisory council (PAC), school improvement team, etc., could assume the planning responsibilities for the schoolwide program as long as this team includes representatives from the groups listed in this section of the plan guide (parents, grade level teachers, Title I personnel, other staff, pupil services personnel, administrators, and studentsXif the plan is for a secondary school).

The planning team should closely coordinate with the rest of the school community and other school reform efforts, i.e., district led activities as part of Onward to Excellence, Goals 2000. Regular

communication between the planning team, the building staff, parent groups, and district administration will contribute to the development and implementation of a schoolwide program plan supported by all stakeholders.

Section 2 Directions: Comprehensive Needs Assessment

Section 2 is the place to summarize the results of the comprehensive needs assessment. This process can lead to the development of a school profile covering five areas:

- 3 student characteristics;**
- 3 school organization;**
- 3 curriculum and instruction;**
- 3 family and community involvement; and**
- 3 student achievement.**

The needs assessment includes all students attending the school (i.e., Title I, regular education, special education, bilingual, migrant), but focuses on educationally disadvantaged students. **This needs assessment should be more comprehensive than the needs assessment conducted in Title I schools not operating schoolwide programs.** For schoolwide programs, the needs assessment involves participation of the entire school community.

Section 2 may start with a brief description of the school attendance area, including the type of neighborhood; economic factors, such as type and availability of work; housing; and the availability of resources such as libraries, clinics, and social service agencies. It may also include charts or graphs displaying the results of the data analysis. This section should also clearly identify the strengths and weaknesses of the current program.

The rest of the plan—the goals, changes, and activities—should be based on the results of the needs assessment, build on program strengths, and address program weaknesses. For example, if the needs assessment reveals a high mobility rate, one of the elements in the schoolwide plan might involve activities to ease students' transition into the school—a newcomers' program or center, materials for parents on community resources, or an alternative means of addressing this issue. In a school with high absenteeism, it may be appropriate to plan to use community workers to work with families to make sure the children attend regularly.

To complete Part C of Section 2, list the specific priority areas that the schoolwide program will address. If the school has undertaken other reform efforts, the priority areas may overlap areas identified in other plans for school change.

Section 3 Directions: Schoolwide Program Goals

Section 3 lists the goals of the schoolwide program. Writing clear, realistic, measurable goals is recommended. These goals should be related to the specific priority need areas listed in Section 2.

The goals address the whole school population, but particularly the needs of children who are members of the target population of the schoolwide program. This includes educationally disadvantaged, migrant, limited English proficient, bilingual, and special education students, as well as historically underserved populations, including girls and women.

Section 4 Directions: Instructional Program

Section 4 is the heart of the plan. This section contains the description of program changes. Part A includes the specific changes in school policies and practices that will lead to the accomplishment of the goals listed in Section 3. In this section, specify instructional and/or organizational changes for each of the schoolwide program goals. Explain how these changes will help educationally disadvantaged students and the school population as a whole. This is the time to think BIG. Schoolwide programs allow and encourage major systemic change.

Plans should be based on the best available information. This means incorporating information obtained from a review of the research literature, visits to other programs, and/or information from staff development activities or university classes. This may also mean adapting a program or a feature of a program to fit the local situation. Under reauthorization, the schoolwide program must:

- ☒ base its instructional program on effective means of improving the achievement of children;**
- ☒ utilize effective instructional strategies (i.e., strategies that increase the amount and quality of learning time and help provide an enriched and accelerated curriculum);**
- ☒ include strategies that meet the needs of historically underserved populations, including girls and women;**
- ☒ address the needs of all children in the school, but particularly the needs of children who are members of the target population of any component of the schoolwide program;**

- 3 provide instruction by highly qualified professional staff;**
- 3 assist preschool children with the transition from early childhood programs to local elementary school programs; and**
- 3 provide timely, effective assistance to students who experience difficulty in meeting the state's standards, including taking specific steps to involve parents in helping their children meet the standards.**

Connections among the specific priority areas (Section 2, Part C), the goals (Section 3), the instructional program (Section 4), and the overall plan should be clear. For example, if a goal is improvement of academic achievement in reading, then organizational, instructional, staff development, and parent involvement activities focusing on reading should be included in the plan.

Part B involves district support for the schoolwide program implementation, which can occur in many ways. Examples include revising class schedules and use of school time for instruction, altering the bus schedule for extended-day programs, providing extra materials, or scheduling additional support from a subject-area coordinator, peer teaching or mentoring.

Section 5 Directions: Professional Development

Section 5 delineates the professional development activities which support each of the schoolwide program goals and activities listed in the previous sections. Teachers, paraprofessionals, specialists, and administrators should be involved in the training activities. If possible, this section should include a tentative training schedule.

Under reauthorization a schoolwide program is required:

- 3 to provide instruction by highly qualified professional staff;**
- 3 to support intensive and sustained professional development; and**
- 3 to include teachers in decisions regarding the use of assessments in order to provide information on, and to improve, students' performance and the overall instructional program.**

This section should include the professional development plan for the entire school. Regardless of the funding source, i.e., Goals 2000, regular district funding, or Title I, all professional development activities should be included because a schoolwide program is a whole-school effort.

Section 6 Directions: Parent Involvement

Section 6 is devoted to the parent involvement activities of the school. One of the advantages of the schoolwide program is the opportunity to use Title I resources to support activities for all parents. Successful parent involvement requires providing activities that parents value. In exemplary parent involvement programs, parents actively participate in designing, implementing, and evaluating these activities.

Reauthorization requires the schoolwide program:

**3 to reinforce strong parent involvement, for example,
by including the provision of family literacy services,
as well as other programs; and**

**3 to conduct conferences with the parents of students who
have not met the performance standards.**

Section 7 Directions: Accountability

Section 7 addresses accountability. Under the new law, accountability for schoolwide program schools is the same as for targeted assistance schools. The basis for assessment is the state plan for challenging content and performance standards for all children.

Until these standards are developed, states may use current state assessment systems for accountability purposes. The current Montana system is the collection of aggregated student achievement at grades 4, 8, and 11, obtained through the use of tests from a specific list of norm-referenced achievement tests. A school or district may include additional measures as well, e.g., outcomes established as part of the locally developed learner goals for the local curriculum and assessment as required by the Montana Accreditation Standards (Rule 10.55.603).

Reauthorization requires that the schoolwide program:

**3 include teachers in decisions regarding the use of assessments
in order to provide information on, and to improve, students'**

performance and the overall instruction program;

3 provide for the collection and reporting of achievement data disaggregated by gender, major ethnic or racial groups, limited English proficiency status, migrant students, and children with disabilities as compared to other students, and by economically disadvantaged students as compared to students who are not economically disadvantaged;

3 provide for the public reporting of disaggregated data only when such reporting is statistically sound; and

3 describe how the school will provide individual assessment results to parents.

Section 8 Directions: Ongoing Program Development

Section 8 provides for an internal feedback loop^{Xa} a mechanism to monitor and adjust the schoolwide program as needed to better meet the needs of the school community. The planning team should meet on a regular, ongoing basis to monitor implementation. Meetings should be held often enough to adjust the program in a timely way if the school is not making satisfactory progress.

Section 9 Directions: Fiscal Requirements

One of the advantages of a Schoolwide Program Plan is a greater opportunity to coordinate funds for school services and programs to meet local educational goals. Reauthorization permits schoolwide programs to incorporate funds from state, local, and other federal programs, in addition to Title I, to provide quality services to all children. It does not exempt schools from providing appropriate services to children in the target populations in each of these programs.

Reauthorization requires that the Schoolwide Program Plan:

3 describe how Title I funds and funds from other sources will be used to implement the Schoolwide Program;

3 use Title I funding to supplement state and local funding.

In Part A, list the sources of funding for the program, including Title I, and the allocation used to support the program.

In Part B, describe how Title I funds and the funds from other sources (listed in Part A) will be used to implement the components of the schoolwide program. Include the major categories of salaries/benefits; instructional materials; parent involvement; professional development; and technology.

In Part C, describe how the school will use Title I funds to supplement, not supplant, the amount of funds that would, in the absence of these federal funds, be made available to provide services that are required by law for children with disabilities and children with limited English proficiency.

Section 10 Directions: Coordination

Under Reauthorization, coordination of programs and services is a major consideration for a schoolwide program. In this section explain the efforts for coordination with other programs and agencies including:

☐ assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, or a district-run preschool program, to local elementary school programs;

☐ where appropriate, developing the schoolwide program plan in coordination with programs under the School-to-Work Opportunities Act, the Carl D. Perkins Vocational and Applied Technology Education Act, and the National and Community Service Act of 1990; and

☐ coordinating and integrating parent involvement activities with other programs.

Section 11 Directions: Technical Assistance

Under the 1994 Reauthorization of Title I, schools that want to implement a schoolwide program, and schools which have already developed a schoolwide program plan prior to Reauthorization, need to document that the school has received high quality technical assistance from a school support team in the preparation of the plan. During the operation of the schoolwide program, a school support team shall (1) periodically review the progress of the school in enabling children in the school to meet the State's (local district's) student performance standards; (2) identify problems in the design and operation of the instructional program; and (3) make recommendations for improvement to the school and the local educational agency.

In this section, list technical assistance providers who have helped the school develop its plan. Examples include members of a school support team, OPI, technical assistance centers and regional

laboratories (e.g., Northwest Regional Assistance Center/Northwest Regional Educational Laboratory), institutions of higher education, or local consortia. List the dates of meetings, names of providers, and the type or topic of assistance provided.